

Texas Essential Knowledge and Skills (TEKS) for READING

Light Orange = TAKS Objective #1

Pale Blue = TAKS Objective #2

Light Yellow = G3-8 TAKS Objective #3

Light Green = TAKS Objective #4/#3 for G9-11

Print Awareness

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> ;		✓	✓											
Know that print moves left-to-right across the page and top-to-bottom;		✓	✓											
Understand that written words are separated by spaces;		✓	✓											
Know the difference between individual letters and printed words;		✓	✓											
Know the order of the alphabet;			✓											
Know the difference between capital and lower case letters;		✓	✓											
Recognize how readers use capitalization and punctuation to comprehend;		✓	✓											
Understand that spoken words are represented in written language by specific sequences of letters;		✓	✓											
Recognize that different parts of a book such as cover, title page, and table of contents offer information;		✓	✓											
Recognize that there are correct spellings for words;			✓											
Recognize the distinguishing features of a paragraph.			✓											

Phonological Awareness

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate the concept of word by dividing spoken sentences into individual words;		✓	✓											
Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words;		✓	✓											
Produce rhyming words and distinguish rhyming words from non-rhyming words;		✓	✓											
Identify and isolate the initial and final sound of a spoken word;		✓	✓											
Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word;		✓												
Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word;			✓											
Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds.		✓	✓											

Letter-Sound Relationships

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Name and identify each letter of the alphabet;		✓	✓											
Understand that written words are composed of letters that represent sounds;		✓	✓											
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read;		✓	✓											
Learn and apply the most common letter-sound correspondences including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl</i> , <i>st</i> , <i>tr</i> , consonant digraphs such as <i>th</i> , <i>sh</i> , <i>ck</i> , and vowel digraphs and diphthongs such as <i>ea</i> , <i>ie</i> , <i>ee</i> ;			✓											
Blend initial letter-sounds with common vowel spelling patterns to read words;			✓	✓	✓									

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Decode by using all letter-sound correspondences within regularly spelled words;			✓	✓	✓									
Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).			✓											

Word Identification

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Decode by using all letter-sound correspondences within a word;			✓	✓	✓									
Use common spelling patterns to read words;			✓											
Identify multisyllabic words using common syllable patterns;			✓	✓	✓									
Use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i> ;			✓	✓										
Use structural cues such as prefixes and suffixes to recognize words for example <i>un-</i> and <i>-ly</i> ;				✓										
Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words;					✓									
Use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> , and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> ;						✓	✓	✓						
Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes									✓	✓				
Use knowledge of word order (syntax) and context to support word identification and confirm word meaning;			✓	✓	✓									
Apply knowledge of letter-sound correspondences, language structure, and context to recognize words;						✓	✓	✓	✓	✓				
Recognize high frequency irregular words such as <i>said</i> , <i>was</i> , <i>where</i> , and <i>is</i> ;			✓	✓										
Read both regular and irregular words automatically such as through multiple opportunities to read and reread; and			✓	✓	✓									
Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.						✓	✓	✓	✓	✓				

Fluency

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader);			✓	✓	✓	✓	✓	✓	✓	✓				
Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm, 2 nd graders at 70 wpm, 3 rd graders at 80 wpm, 4 th graders at 90 wpm, and 5 th graders at 100 wpm);			✓	✓	✓	✓	✓	✓	✓	✓				
Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation);			✓	✓	✓									
Demonstrate characteristics of fluency and effective reading;						✓	✓	✓						
Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty;			✓	✓	✓									

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners;						✓	✓	✓	✓	✓				
Adjust reading rate based on purposes for reading;						✓	✓	✓	✓	✓				
Read silently for increasing periods of time, and				✓	✓									
Read silently with increasing ease for longer periods.						✓	✓	✓	✓	✓				
Read silently with comprehension for a sustained period of time.											✓	✓	✓	✓

Variety of Texts

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Read fiction, nonfiction, and poetry, including classic and contemporary works for pleasure and/or information;			✓											
Read classic and contemporary works;				✓	✓	✓	✓	✓	✓	✓				
Read world literature, including classic and contemporary works;											✓	✓		
Read American and other world literature, including classic and contemporary works;													✓	
Read British and other world literature, including classic and contemporary works;														✓
Use graphs, charts, signs, captions, and other informational texts to acquire information;			✓											
Read from a variety of genres for pleasure and to acquire information from both print and electronic sources;				✓	✓									
Read to accomplish various purposes, both assigned and self-selected;				✓	✓									
Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing;						✓	✓	✓	✓	✓				
Read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;											✓	✓	✓	✓
Read to take actions such as to complete forms, make informed recommendations, and write a response;								✓	✓	✓				
Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure;						✓	✓							
Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure.								✓	✓	✓				
Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.											✓	✓	✓	✓
Interpret the possible influences of the historical context on a literacy work.											✓	✓	✓	✓

Vocabulary Development

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Discuss meanings of words and develop vocabulary through meaningful/concrete experiences;		✓	✓	✓										
Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud;		✓	✓	✓	✓									
Develop vocabulary by listening to selections read aloud;						✓	✓	✓	✓	✓				
Develop vocabulary through reading;				✓	✓									
Expand vocabulary through wide reading, listening, and discussing;											✓	✓	✓	✓
Study word meanings systematically such as across curricular content areas and through current events;						✓	✓	✓	✓	✓				
Identify words that name persons, places, or things and words that name actions;		✓	✓											
Demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example by sorting, classifying, and identifying related words)					✓									
Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;						✓	✓							
Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies;								✓	✓	✓				
Rely on context to determine meanings of words and phrase such figurative language, idioms, multiple meaning words, and technical vocabulary;											✓	✓	✓	✓
Identify the relation of word meaning in analogies, homonyms, synonyms/antonyms, and connotation/denotation;											✓			
Read and understand analogies;											✓	✓	✓	✓
Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words;				✓	✓									
Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;						✓	✓	✓	✓	✓				
Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;											✓	✓	✓	✓
Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> ;						✓	✓	✓	✓	✓				
Apply meanings of prefixes, roots, and suffixes in order to comprehend;											✓	✓	✓	✓
Distinguish denotative and connotative meanings;								✓	✓	✓				
Discriminate between denotative and connotative meanings and interpret the connotative power of words;											✓	✓	✓	✓

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Use word origins as an aid to understanding historical influences on English word meanings;								✓	✓	✓				
Research work origins, including Anglo-Saxon, Latin, and Greek words; and											✓			
Research word origins as an aid to understand meanings, derivations, and spellings as well as influences on the English language.												✓	✓	✓

Comprehension

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Use prior knowledge to anticipate meaning and make sense of texts;		✓	✓	✓	✓									
Use his/her own knowledge and experience to comprehend;						✓	✓	✓	✓	✓				
Draw upon his/her own background to provide connection to texts;											✓	✓	✓	✓
Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained;		✓	✓	✓	✓									
Establish a purpose for reading such as to discover, interpret, and enjoy;											✓	✓		
Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;						✓	✓	✓	✓	✓			✓	✓
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help;			✓	✓	✓									
Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions;						✓	✓	✓	✓	✓				
Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;											✓	✓	✓	
Monitor his/her own reading strategies and modify when necessary;														✓
Draw and discuss visual images based on text descriptions;			✓	✓	✓									
Describe mental images that text descriptions evoke;						✓	✓	✓	✓	✓				
Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions;			✓	✓	✓									
Draw inferences such as conclusions or generalizations and support them with text evidence and experience;						✓	✓	✓	✓	✓		✓		
Draw inferences such as conclusions, generalizations, and predictions and support them from text;											✓		✓	
Draw inferences and support them with textual evidence and experience;														✓
Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;						✓	✓	✓	✓	✓				
Analyze text structures such as compare and contrast, cause and effect, and chronological ordering;											✓	✓		
Analyze text structures such as compare/contrast, cause/effect and chronological order for how they influence understanding;													✓	✓

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Retell or act out the order of important events in stories;		✓	✓	✓	✓ *									
Determine a text’s main (or major) ideas and how those ideas are supported with details;						✓	✓	✓	✓	✓				
Identify main ideas and their supporting details;											✓			
Produce summaries of text selections;				✓	✓									
Paraphrase and summarize text to recall, inform, or organize ideas;						✓	✓	✓	✓	✓				
Summarize texts											✓			
Produce summaries of texts by identifying the main idea and supporting detail.												✓	✓	✓
Identify similarities and differences across texts such as in topics, characters, and problems;			✓	✓										
Identify similarities and differences across texts such as in topics, characters, and themes;					✓									
Find similarities and differences across texts such as in treatment, scope, or organization;						✓	✓	✓	✓	✓				
Distinguish fact from opinion in various texts including news stories and advertisements;					✓									
Distinguish fact from opinion in various texts;						✓	✓	✓	✓	✓				
Practice different kinds of questions and tasks, including test-like comprehension questions;					✓									
Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer;						✓	✓	✓	✓	✓				
Represent text information in different ways, including story maps, graphs, and charts;				✓	✓									
Represent text information in different ways such as in outline, timeline, or graphic organizer;						✓	✓	✓	✓	✓				
Construct images such as graphic organizers based on text descriptions and text structures;											✓	✓	✓	✓
Use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record;								✓	✓	✓				
Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts;											✓	✓		
Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.														✓

* Grades 3-9 Objectives 1 & 3

Literary Response

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen to stories being read aloud;		✓	✓											
Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud;		✓	✓											
Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation;		✓	✓											
Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama;				✓	✓									
Respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;											✓	✓		
Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;													✓	✓
Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology;				✓	✓									
Offer observations, make connections, react, speculate, interpret, and raise questions in response to text;						✓	✓	✓	✓	✓				
Interpret text ideas through such varied means as journal writing, discussion, enactment, and media;						✓	✓	✓	✓	✓				
Support interpretations or conclusions with examples drawn from text;				✓	✓									
Support responses by referring to relevant aspects of texts and his/her own experiences;						✓	✓	✓	✓	✓				
Connect ideas and themes across texts;			✓	✓	✓									
Connect, compare, and contrast ideas, themes, and issues across text, and						✓	✓	✓	✓	✓				
Compare reviews of literature, film, and performance with his/her own responses;											✓	✓		
Analyze written reviews of literature, film, and performance to compare with his/her own responses;													✓	✓
Use elements of text to defend his/her own responses and interpretations;											✓ *	✓ *		
Use elements of text to defend, clarify, and negotiate responses and interpretations;													✓ *	✓
Evaluate text through critical analysis;														✓
Describe how illustrations contribute to the text.		✓	✓											

* Grades 9-11 Objectives 2-3

Text Structures/Literary Concepts

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve;		✓	✓	✓	✓									
Identify texts as written for entertainment (narrative) or for information (expository);				✓										
Identify the purposes of different types of texts such as to inform, influence, express, or entertain;						✓	✓	✓	✓	✓				
Understand simple story structure;		✓	✓											
Distinguish fiction from nonfiction, including fact and fantasy;		✓	✓	✓	✓									
Recognize the distinguishing features of familiar genres including stories, poems, and informational texts;			✓	✓	✓									
Recognize the distinguishing features of genres including biography, historical fiction, informational texts, and poetry;						✓	✓	✓	✓	✓				
Understand literary forms by recognizing and distinguishing among such types of texts as stories, poems, and information books;		✓	✓	✓										
Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies;					✓	✓	✓	✓	✓					
Understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy;										✓				
Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;				✓	✓	✓	✓	✓	✓	✓				
Understand literary terms by distinguishing the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures;		✓	✓											
Understand and identify simple literary terms such as title, author, illustrator across a variety of literary forms (texts);				✓										
Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts);					✓	✓	✓							
Understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts);								✓	✓					
Understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts);										✓				
Analyze characters, including their traits, feelings, relationships, and changes;			✓	✓	✓									
Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;						✓	✓	✓	✓	✓				
Analyze characters and identify time and point of view;											✓			
Identify the importance of the setting to a story's meaning;			✓	✓	✓									

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize the story problem(s) or plot;			✓	✓	✓									
Recognize and analyze story plot, setting, and problem resolution;						✓	✓	✓	✓	✓				
Analyze relevance of setting and time frame to text's meaning;											✓	✓	✓	✓
Identify basic conflicts;											✓			
Analyze the development of plot in narrative text;											✓			
Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;												✓		
Describe the development of plot and identify conflicts and how they are addressed and resolved;													✓	✓
Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"						✓	✓							
Describe how the author's perspective or point of view affects the text;						✓	✓	✓	✓	✓				
Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically;								✓	✓	✓				
Recognize the theme (general observation about life or human nature) within a text;											✓			
Compare and contrast varying aspects of texts such as themes, conflicts and allusions;												✓		
Compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;													✓	✓
Propose and provide examples of themes that cross texts;														✓
Recognize that authors organize information in specific ways;						✓	✓							
Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism;								✓	✓	✓				
Recognize and interpret important symbols;											✓			
Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning;											✓			
Analyze the melodies of literary language, including its use of evocative words and rhythms;												✓	✓	✓
Connect literature to historical contexts, current events, and his/her own experiences;												✓	✓	✓
Recognize how style, tone, and mood contribute to the effect of the text;								✓	✓	✓				

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.											✓	✓	✓	✓

Inquiry/Research

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify relevant questions for inquiry such as “Why did knights wear armor?” (K) “What do pill bugs eat?” (1 st) “Why do birds build different kinds of nests?” (2 nd) “What native American tribes inhabit(ed) Texas?” (3 rd)		✓	✓	✓	✓									
Form and revise questions for investigations, including questions arising from interests and units of study;						✓	✓							
Form and revise questions for investigations, including questions arising from readings, assignments, and units of study;								✓	✓	✓				
Generate relevant, interesting, and researchable questions;											✓	✓	✓	✓
Use alphabetical order to locate information;			✓	✓	✓									
Recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices;			✓	✓	✓									
Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;						✓	✓	✓	✓	✓				
Locate important areas of the library/media center;		✓	✓											
Locate and use important areas of the library/media center;				✓	✓									
Use pictures, print, and people to gather information and answer questions;		✓	✓											
Use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions;				✓	✓									
Use multiple sources including electronic texts, experts, and print resources, to locate information relevant to research questions;						✓	✓	✓	✓	✓				
Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;											✓			
Locate appropriate print and non-print information using text and technical resources, including databases and the Internet;												✓	✓	✓
Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams;				✓	✓									
Interpret and use graphic sources of information such as maps, graphs, timelines, tables, or diagrams to address research questions;						✓	✓	✓	✓	✓				
Use text organizers such as overviews, headings, and graphic features to locate and categorize information;												✓	✓	✓
Organize information in systematic ways including notes, charts, and labels;					✓									
Summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts;						✓	✓	✓	✓	✓				
Organize and convert information into different forms such as charts, graphs, and drawings;											✓			
Organize and record new information in systematic ways such as notes, charts, and graphic organizers;														✓
Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations;				✓	✓									

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Produce research projects and reports in effective formats using visuals to support meaning, as appropriate;						✓	✓							
Produce research projects and reports in effective formats for various audiences, as appropriate;								✓	✓	✓				
Adapt researched material for presentation to different audiences and for different purposes, and cite sources completely;											✓			
Produce research projects and reports in varying forms for audiences;												✓	✓	✓
Present organized statements, reports, and speeches using visuals or media to support meaning;								✓	✓	✓				
Draw conclusions from information gathered;		✓	✓	✓	✓						✓	✓	✓	
Draw conclusions from information gathered from multiple sources;						✓	✓	✓	✓	✓				
Evaluate the credibility of information sources and their appropriateness for varied needs;														✓
Use compiled information and knowledge to raise additional, unanswered questions;					✓	✓	✓	✓	✓	✓				
Draw relevant questions for further study from the research findings or conclusions.														✓

Culture

The student is expected to:	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Connect his/her own experiences with the life experiences, languages, customs, and culture of others;		✓	✓	✓	✓									
Compare text events with his/her own and other readers' experiences;						✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare experiences of characters across cultures;		✓	✓	✓	✓									
Determine distinctive and common characteristics of cultures through wide reading;						✓	✓	✓	✓	✓				
Recognize distinctive and shared characteristics of cultures through reading;											✓	✓	✓	✓
Articulate and discuss themes and connections that cross cultures;						✓	✓	✓	✓	✓				
Recognize and discuss themes and connections that cross cultures.														✓

Analysis/Evaluation

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Analyze characteristics of text, including its structure, word choices, and intended audience;										✓			
Analyze characteristics of clearly written text, including patterns of organization, syntax, and word choice;											✓	✓	
Analyze the characteristics of clear text such as conciseness, correctness, and completeness;													✓
Evaluate the credibility of information sources & determine the writer's motives.										✓			
Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;											✓	✓	✓
Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction;										✓			

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.										✓			
Recognize logical, deceptive, and/or faulty modes of persuasion in text;											✓	✓	✓
Apply modes of reasoning such as induction and deduction to think critically;													✓
Describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone, and													✓
Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.													✓

Viewing/Representing Interpretation

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
describe how illustrators' choice of style, elements, and media help to represent or extend the text's meaning;					✓	✓	✓	✓	✓				
describe how meanings are communicated through elements of design, including shape, line, color, and texture;										✓	✓	✓	✓
interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations;					✓	✓	✓	✓	✓				
use media to compare ideas and points of view;					✓	✓	✓	✓	✓				
analyze relationships, ideas, and cultures as represented in various media;										✓	✓	✓	✓
distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.										✓	✓	✓	✓

Analysis

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings;					✓	✓							
interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings;							✓	✓	✓				
investigate the source of a media presentation or production such as who made it and why it was made;										✓	✓	✓	✓
compare and contrast print, visual, and electronic media such as film with written story;					✓	✓	✓	✓	✓				
deconstruct media to get the main idea of the message's content;										✓	✓	✓	✓
evaluate the purposes and effects of varying media such as film, print, and technology presentations;							✓	✓	✓				

Evaluation

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
evaluate how different media forms influence and inform;							✓	✓	✓				
evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;										✓	✓	✓	✓

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;									✓	✓	✓	✓	
recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each;									✓	✓	✓	✓	
compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.									✓	✓	✓	✓	

Production

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Select, organize, or produce visuals to complement and extend meanings;					✓	✓	✓	✓	✓				
Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports or video reports;					✓	✓	✓	✓	✓				
Use of variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;										✓	✓	✓	✓
Use a range of techniques to plan and create a media text and reflect critically on the work produced;										✓	✓	✓	✓
Assess how language, medium, and presentation contribute to the message;							✓	✓	✓				
Examine the effect of media on constructing his/her own perception of reality;										✓	✓	✓	✓
Create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences;										✓			
Create media products to include a five to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage audiences;											✓		
Create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences;												✓	
Create media products to include a ten-to fifteen minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences, and													✓
Create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.										✓	✓	✓	✓